

## DCPS Teaching and Learning Framework Resources Overview

DCPS is committed to providing all students with an excellent education. To that end, the Effective Schools Framework was designed to ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. The components of the **DCPS Effective Schools Framework** reflect the foundational elements of the district's reform efforts. Throughout the 2008-09 school year, principals engaged in professional development workshops addressing these elements during their monthly Principals Academy.<sup>1</sup>

At the heart of the Effective Schools Framework sits Teaching and Learning, with a focus on high-quality classroom instruction. In order to ensure continuous academic growth and high levels of student achievement, all teachers must engage their students in rigorous and relevant classroom instruction that improves their academic and social-emotional skills and abilities.

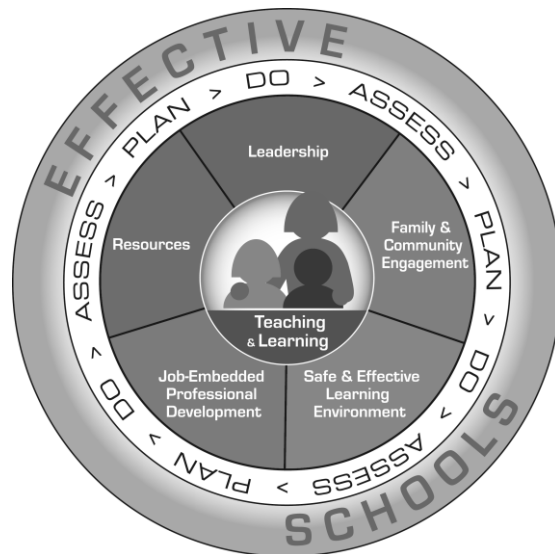
Guided by the District's core beliefs, the **Teaching and Learning Framework** was developed for three purposes:

- **To Provide Clear Expectations for Teachers**  
The Framework defines the actions that effective teachers use to deliver high-quality instruction within a safe, engaging, and productive classroom.
- **To Align Professional Development and Support**  
The Framework aligns all professional development opportunities, providing teachers the support, resources, and assistance they need to deliver on the expectations.
- **To Support a Fair and Transparent Evaluation System**  
IMPACT, the new DCPS effectiveness assessment system for school-based personnel, is aligned to the expectations outlined in the Framework.

The Teaching and Learning Framework addresses two main areas of the teaching profession:

- **Delivering Effective Classroom Instruction**  
Using a variety of teaching strategies, effective teachers plan and deliver high-quality, standards-based instruction in order to engage *all* students in active learning and to monitor their progress toward mastery of the academic content standards.
- **Creating an Engaging and Productive Learning Environment**  
Through informed and meaningful classroom management and by using procedures and routines to maximize instructional time, effective teachers create and maintain an engaging and productive classroom learning environment that fosters students' academic and social-emotional growth.

The “**Plan, Teach, Increase Effectiveness**” process requires action but also allows for development and continuous growth across each of these three areas. In summary, the Teaching and Learning Framework provides a process that helps teachers ensure ongoing academic growth and high levels of achievement for all of their students.



<sup>1</sup> The complete Effective School Framework can be downloaded from the DCPS website.



## Frequently Asked Questions

### Why does DCPS need a Teaching and Learning Framework?

The Teaching and Learning Framework provides a common language to discuss instructional practices and teacher actions. The Framework also provides clear expectations for teachers and will drive coherent, robust professional development, systems of support, and evaluation.

### Who developed the DCPS Teaching and Learning Framework?

Teachers, principals, school-based professional developers, instructional superintendents, and staff from the Office of the Chief Academic Officer contributed to the development of the Framework.

### What research and evidence support the DCPS Teaching and Learning Framework?

While drafting the Teaching and Learning Framework, the development team reviewed instructional guidelines and frameworks from numerous national and state organizations. The work reviewed includes:

- National Board for Professional Teaching Standards
- New Teacher Center's Developmental Continuum
- Charlotte Danielson's *Framework for Teachers*
- New York State Teacher Certification Framework
- Massachusetts' Principles for Effective Teaching
- California's Standards for the Teaching Profession
- Colorado's Performance Based Standards
- Texas' TxBess Framework
- Connecticut's Common Core of Teaching
- Martin Haberman's *Star Teacher*

The Framework and related training material also have been informed by:

- Research for Better Teaching's *Skillful Teacher*
- Robert Pianta's *Classroom Assessment Scoring System*
- Doug Reeve's *Unwrapping the Standards*
- Teach for America's *Teaching as Leadership*
- Insight Education Group's *Strategic Design for Student Achievement*
- Wiggins & McTighe's *Understanding by Design*
- Mike Schmoker's *Results Now*
- Carol Dweck's *Mindset*
- North Star Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works* and *The Art and Science of Teaching*.

### How is the Teaching and Learning Framework different from other instructional initiatives and reforms that were previously introduced in DCPS?

The Teaching and Learning Framework provides a comprehensive approach to the teaching profession. It is not a program or a curriculum, but rather, a way of thinking. Many programs and curricula fit into the Framework. For example, when analyzing standards, teachers might use Doug Reeve's process as outlined in *Unwrapping the Standards* or Insight Education Group's *Strategic Design for Student Achievement*. When choosing strategies to support learning for all students, teachers might use a variety of proven approaches, such as cooperative learning, the use of graphic organizers, discussion sessions, a workshop model, or independent study.

### What type of training will be available on the elements of the Teaching and Learning Framework?

Working within grade-level or content teams, all teachers will be trained on the Framework before the beginning of the 2009-2010 school year. Teachers will also engage in trainings on specific aspects of the Framework during five professional development days throughout the school year. Furthermore, instructional coaches, principals, instructional support staff, and master educators will provide continual support to teachers during morning collaboration time and in the classroom.

**Please contact the Office of the Chief Academic Officer at [framework@dc.gov](mailto:framework@dc.gov) or (202) 442-5611 with questions, comments, or suggestions about the DCPS Teaching and Learning Framework.**



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

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## Do you have resources to share?

We want to hear from you! We've provided a number of resources in this binder, but we know you have many more great resources that promote effective instruction. As you engage in your daily work aligned to the *DCPS Teaching and Learning Framework*, send in your lessons, great strategies for engaging students, or useful graphic organizers. We have already begun building a bank of resources for DCPS teachers and would love your input. Over the next school year, we hope to be able to post these resources on the newly launched DCPS website for all teachers to access and use in their classrooms. Please send your best work to [framework@dc.gov](mailto:framework@dc.gov).

## Plan 1: Annual Student Achievement Goals Template Exemplar

### Types of Goals

- A teacher setting **growth goals** will measure the academic growth made by students over the course of the school year.
- A teacher setting **mastery goals** will measure students' mastery of content standards.
- A teacher setting **social-emotional goals** will measure improvements in positive and pro-social behaviors.

The action steps below provide teachers with a process for developing annual student achievement goals. The example outlines the action steps a sixth grade language arts teacher might take to set her annual student achievement goals. A blank template is provided on the following page.

**1) Identify what outcomes, aligned to content standards, are most important for your grade level and/or course.**

- After reviewing the 6<sup>th</sup> Grade Reading / English Language Arts standards, the teacher recognizes that several of her priority standards target students' comprehension and analysis of various types of text.



**2) Use historical and current data to set a measurable goal that is likely to be ambitious for the average student.**

- The teacher administers the Diagnostic Reading Assessment (DRA) or the Text Reading Comprehension (TRC) assessment as a diagnostic of her students' reading levels.
- She finds that, on average, her students read at a fourth grade level.
- Evaluating the needs of her class relative to the priority standards, the teacher considers how to set an ambitious but feasible goal.
- The teacher sets the classroom goal as:

Each student will grow at least 1.5 grade levels in reading, as measured by his or her beginning-of-year and end-of-year DRA or TRC assessments.



**3) Ensure that all students understand the goal and have a means of tracking their progress toward the goal.**

- The teacher presents the classroom goal by facilitating a discussion about the importance of being a strong reader.
- The teacher continually reinforces the importance of the goal by linking it to daily lessons and by discussing the actions students must take to reach their individual goals.
- The teacher also regularly meets with individual students to discuss their progress toward their goals.

## Plan 1: Annual Student Achievement Goals Template

**1) Identify what outcomes, aligned to content standards, are most important for your grade level and/or course.**

**2) Use historical and current data to set a measurable goal that is likely to be ambitious for the average student.**

**3) Ensure that all students understand the goal and have a means of tracking their progress toward the goal.**



## Plan 1: Sample Annual Student Achievement Goals

Grade Level	Growth Goals	Mastery Goals
Kindergarten – 2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>Using the DIBELS assessment, every student scoring at benchmark at the beginning of the year will maintain benchmark by the end of the year (green will stay green); and every student scoring below benchmark at the beginning of the year will increase at least one level by the end of the year (yellow to green; red to yellow or green).</li> </ul>	<ul style="list-style-type: none"> <li>Every student will demonstrate mastery of the social studies content standards with at least 80% accuracy, as measured by end-of-unit assessments.</li> </ul>
3 <sup>rd</sup> – 5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>Every student will grow 1.5 grade levels in oral reading fluency, from their baseline score to their end-of-year assessment, as measured by the DIBELS assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Every student will: (1) demonstrate mastery of math content standards by correctly answering standards-aligned questions with at least 80% accuracy; (2) correctly answer at least 80% of the questions on the DC CAS; and (3) know multiplication facts to 12 with at least 95% accuracy.</li> </ul>
6 <sup>th</sup> – 8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>Every student will grow at least 2.0 grade levels in reading, from their baseline score to their end-of-year assessment, as measured by the Diagnostic Reading Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Every student will reach or exceed an 80% average for the first 9 standards of Algebra I by the end of the 1<sup>st</sup> semester.</li> </ul>
9 <sup>th</sup> – 12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>Every student will increase his or her Lexile Score by 250L.</li> </ul>	<ul style="list-style-type: none"> <li>Every student will master the World History content standards. Students will demonstrate mastery by answering questions aligned to each standard with at least 80% accuracy.</li> <li>Every student will score at or above a level 3 on the Physics AP Exam.</li> </ul>



## Plan 2: Bloom's Taxonomy

I. KNOWLEDGE		
<i>Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers.</i>		
KEY WORDS	QUESTIONS	ACTIVITIES
who      what      why when      omit      where which      choose      find how      define      label show      spell      list match      name      relate tell      recall      select	<ul style="list-style-type: none"> <li>• What is...?</li> <li>• Where is...?</li> <li>• How did ____ happen?</li> <li>• How would you show...?</li> <li>• Who were the main...?</li> <li>• Which one...?</li> <li>• How is...?</li> <li>• When did ____ happen?</li> <li>• How would you explain...?</li> <li>• Can you list three...?</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of the main events.</li> <li>• Make a timeline of events.</li> <li>• Make a facts chart.</li> <li>• Write a list of any pieces of information you can remember.</li> <li>• List all the...in the story.</li> <li>• Make a chart showing...</li> <li>• Recite a poem.</li> </ul>
II. COMPREHENSION		
<i>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.</i>		
KEY WORDS	QUESTIONS	ACTIVITIES
compare      contrast demonstrate      interpret explain      extend illustrate      infer outline      relate rephrase      translate summarize      show classify	<ul style="list-style-type: none"> <li>• How would you classify the type of...?</li> <li>• How would you compare...contrast...?</li> <li>• State or interpret in your own words...?</li> <li>• How would you rephrase the meaning...?</li> <li>• What facts or ideas show...?</li> <li>• What is the main idea of...?</li> <li>• Which statements support...?</li> <li>• Which is the best answer...?</li> <li>• What can you say about...?</li> <li>• How would you summarize...?</li> </ul>	<ul style="list-style-type: none"> <li>• Cut out or draw pictures to illustrate a particular event.</li> <li>• Explain the main idea.</li> <li>• Make a cartoon strip showing the sequence of events.</li> <li>• Write and perform a play based on the story.</li> <li>• Retell the story in your own words.</li> <li>• Write a summary report of an event.</li> <li>• Outline the important facts of a chapter.</li> <li>• Speech about how to do something.</li> </ul>

### III. APPLICATION

*Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.*

#### KEY WORDS

apply                build  
 choose             construct  
 develop            interview  
 organize           plan  
 select               solve  
 utilize               model  
 identify            experiment  
 with  
 make use of

#### QUESTIONS

- How would you use...?
- What examples can you find to...?
- How would you solve \_\_\_\_ using what you've learned...?
- How would you organize \_\_\_\_ to show...?
- What approach would you use to...?
- What would result if...?
- Can you make use of the facts to...?

#### ACTIVITIES

- Construct a model.
- Make a diorama to illustrate an important event.
- Make a scrapbook about a specific area of study.
- Make a relief map to demonstrate understanding of geological features.

### IV. ANALYSIS

*Examine and break information into parts by identifying motives or causes.  
Make inferences and find evidence to support generalizations.*

#### KEY WORDS

analyze            categorize  
 classify             compare  
 contrast            discover  
 dissect             divide  
 examine            inspect  
 simplify            survey  
 distinguish        list  
 theme               relationships  
 function            motive  
 inference           assumption  
 conclusion        take part in  
 test for

#### QUESTIONS

- What are the parts or features of...?
- How is \_\_\_\_ related to...?
- Why do you think...?
- What is the theme...?
- Can you list the parts...?
- What inferences can you make...?
- What conclusions can you draw...?
- How would you classify...?
- What evidence can you find...?

#### ACTIVITIES

- Design a questionnaire to gather information.
- Write a commercial to sell a new product.
- Conduct an investigation to produce information to support a view.
- Construct a graph to illustrate selected information.
- Make a jigsaw puzzle.
- Make a family tree showing relationships.
- Put on a play about the study area.

## V. SYNTHESIS

*Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.*

### KEY WORDS

build	choose	combine
compile	compose	construct
create	design	develop
estimate	formulate	imagine
invent	make up	originate
plan	predict	propose
solve	suppose	discuss
modify	change	adapt
improve	minimize	delete
happen	elaborate	theorize

### QUESTIONS

- What changes would you make to solve...?
- How would you improve...?
- What would happen if...?
- Can you elaborate on the reason...?
- Can you propose an alternative...?
- Can you invent...?
- What would be done to minimize...?
- How would you test...?

### ACTIVITIES

- Invent a machine to do a specific task.
- Create a new product. Give it a name and plan a marketing campaign.
- Write about your feelings in relation to...
- Sell an idea.
- Devise a way to...

## VI. EVALUATION

*Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.*

### KEY WORDS

award	choose	conclude
criticize	decide	defend
determine	dispute	evaluate
judge	justify	measure
compare	mark	rate
rule out	select	agree
appraise	prioritize	opinion
interpret	explain	criteria
prove	assess	value
perceive	deduct	
importance	recommend	

### QUESTIONS

- What is your opinion of...?
- How would you prove...? Disprove...?
- Would it be better if...?
- Why did the character choose...?
- What would you recommend...?
- How would you rate the...?
- How would you evaluate...?
- What would you select...?
- Why was it better that...?

### ACTIVITIES

- Conduct a debate about an issue of special interest.
- Make a booklet about 5 rules you see as important. Convince others.
- Form a panel to discuss views, e.g. "Learning at School."
- Write a letter to...advising on changes needed at...
- Prepare a case to present your view about...

## Plan 2: Standards-Based Unit Plan Worksheet

<b>Priority Standard</b> <i>The most complex or comprehensive standard in a given set of standards.</i>	<b>Bloom's Level</b>
<b>Notes</b> <i>Ideas and information to consider.</i>	
<b>Essential Questions</b> <i>Thought provoking questions that capture the essence of unit standards and assessments and hook the students into the content.</i>	

Desired Outcome

Assessment Evidence	<p><i>Evidence to be gathered through a range of formal and informal assessments during a unit of study. Assessment methods include selected response, constructed response, performance task, or personal communications.</i></p> <p><b>ASSESSMENT</b></p>
	<p><b>SCORING</b></p>

*A set of DC content standards that connects discrete skills or pieces of knowledge to a larger concept identified in a priority standard.*

## Plan 2: Sample Standards-Based Unit Plan

<b>Priority Standard</b> <i>The most complex or comprehensive standard in a given set of standards.</i>	<b>Bloom's Level</b>	<b>Desired Outcome</b>	
7.LT-F.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.	4		
<b>Notes</b> <i>Ideas and information to consider.</i> Students will know: 1. Character change   2.Character interaction   3. Supporting evidence   4.Text Students will be able to: <ul style="list-style-type: none"><li>Analyze (character change and interaction)</li><li>Give (supporting evidence)</li></ul>			
<b>Essential Questions</b> <i>Thought provoking questions that capture the essence of unit standards and assessments and hook the students into the content.</i> <ul style="list-style-type: none"><li>Why is it that some characters change over time and others do not?</li><li>How do authors use characters to help convey their messages?</li><li>Why is character analysis an essential part of literary review?</li></ul>			
<i>Evidence to be gathered through a range of formal and informal assessments during a unit of study. This may include selected response, constructed response, performance task, or personal communication types of assessments.</i>			<b>Assessment Evidence</b>
<b>ASSESSMENT:</b> Constructed Response: Students will write an essay that discusses the ways one character changed throughout the novel and how those changes impacted his or her relationships with others. Students must support their ideas with evidence from the text.  <b>SCORING:</b> Essays will be scored using a teacher-developed rubric with scoring criteria in four areas: thesis, supporting evidence, organization, and mechanics.			
<i>A set of standards that connects discrete skills or pieces of knowledge to a larger concept identified in a priority standard.</i>  7.LT-F.5. Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.  7.LT-F.6. Describe a character based on the thoughts, words, and actions of the character, the narrator's description, and what other characters say and do.			<b>Clustered Standards</b>

# Plan 2: 2009-2010 School Calendar

## District of Columbia Public Schools 2009-2010 School Calendar

August 2009					September 2009					October 2009				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13 O	14 O	7 H	8	9	10	11	5	6	7	8	9
17 PD	18 PD	19 PD	20 PD	21 PD	14	15	16	17	18 PD	12 H	13	14	15	16
24 F	25	26	27	28	21	22	23	24	25 M	19	20	21	22	23
31					28	29	30			26	27	28	29 RD	30 PD

November 2009					December 2009					January 2010				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
2	2	4	5	6 C		1	2	3	4 M					1 H
9	10	11 H	12	13 RC	7 PD	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15 PD
23	24	25	26 H	27 B	21 B	22 B	23 B	24 B	25 H	18 H	19	20	21	22 RD
30					28 B	29 B	30 B	31 B		25	26	27	28	29 C

### Key:

PD: Professional development for teachers & aides; no school for students  
 H: Holiday: No school for students, teachers, & staff  
 B: No school for students & teachers  
 G: Grades due from teachers  
 T: DC CAS Testing  
 F: First day of school  
 PC: Parent Conference Day; no school for students

M: Term Midpoint  
 RD: Records Day; 12:15 pm dismissal for students  
 RC: Report cards issued  
 SS: Start of Summer School  
 O: New Teacher Orientation  
 L: Last day of school

District of Columbia Public Schools  
 2009-2010 School Calendar

February 2010					March 2010					April 2010				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5 RC	1 PC	2	3	4	5				1 B	2 B
8	9	10	11	12 PD	8	9	10	11	12	5 B	6	7	8	9
15 H	16	17	18	19	15	16	17	18	19 PD	12 C	13	14	15	16 H
22	23 M	24	25	26	22	23	24	25	26 RD	19 T	20 T	21 T	22 T	23 T
					29 B	30 B	31 B			26 T	27 T	28 T	29 T	30 T

May 2010					June 2010					July 2010				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7		1	2	3	4				1	2
10	11 M	12	13	14	7	8	9	10	11	5 H	6	7	8	9
17 PC	18	19	20	21	14	15	16	17	18 RD L	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31 H					28 SS	29	30			26	27	28	29	30

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**Plan 2: DC CAS Constructed Response Rubric- Reading / Language Arts**

<b>Score</b>	<b>Description</b>
<b>3</b>	<p>The response demonstrates a complete understanding of the passage as it relates to the question. The response includes support that</p> <ul style="list-style-type: none"> <li>• is clear and complete.</li> <li>• provides relevant and specific details/information from the text.</li> </ul>
<b>2</b>	<p>The response demonstrates a partial understanding of the passage as it relates to the question. The response includes support that</p> <ul style="list-style-type: none"> <li>• is partially clear and/or partially complete.</li> <li>• provides mostly relevant but somewhat general and/or inaccurate details/information from the text.</li> </ul>
<b>1</b>	<p>The response demonstrates a minimal understanding of the passage as it relates to the question. The response includes support that</p> <ul style="list-style-type: none"> <li>• is minimally correct or incomplete.</li> <li>• provides inadequate, incorrect, or no relevant details/information from the text.</li> </ul>
<b>0</b>	<p>The response demonstrates no understanding of the passage as it relates to the question. Any details/information that is included is incorrect or irrelevant.</p>



## Plan 2: DC CAS Constructed Response Rubric- Math

Score	Description
<b>3</b>	<p>The response demonstrates a thorough understanding of the mathematical concepts and processes needed to complete the task.</p> <ul style="list-style-type: none"> <li>• Response is correct and complete.</li> <li>• Response shows application of a reasonable and relevant strategy.</li> <li>• Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses using words, calculations, and/or symbols as appropriate.</li> </ul>
<b>2</b>	<p>The response demonstrates a general and/or partial understanding of the mathematical concepts and processes needed to complete the task.</p> <ul style="list-style-type: none"> <li>• Response is mostly correct and may be only partially complete.</li> <li>• Response shows application of a reasonable and relevant strategy, even though only partially applied.</li> <li>• Mathematical ideas are expressed generally or partially using words, calculations, and/or symbols as appropriate.</li> </ul>
<b>1</b>	<p>The response demonstrates a minimal and/or limited understanding of the mathematical concepts and processes needed to complete the task.</p> <ul style="list-style-type: none"> <li>• Response is only minimally correct or incomplete.</li> <li>• Application of a strategy is indicated or implied, but the strategy may reflect a misunderstanding of mathematical concepts and/or procedures.</li> <li>• Mathematical ideas are expressed in a limited manner and are flawed. Words, calculations, and/or symbols are attempted to be used appropriately but may be missing.</li> </ul>
<b>0</b>	<p>The response demonstrates no understanding of the mathematical concepts and processes needed to complete the task.</p> <ul style="list-style-type: none"> <li>• Response is incorrect, incomplete, or missing.</li> <li>• Response shows no application of a strategy or shows application of an irrelevant strategy.</li> <li>• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li> </ul>

## Plan 3: Sample Lesson Planning Template

Standard: \_\_\_\_\_

Objective: \_\_\_\_\_

### COMPONENTS OF A LESSON

#### Objective

States what students are expected to know and/or do by the end of the lesson.

#### Checks for Understanding

Occur throughout the lesson.

#### Assessment

Allows students to demonstrate mastery of the newly acquired skill or knowledge.

- **Warm-Up** – Teacher hooks students to the content, activates students' prior knowledge, and introduces the objective.
- **Teacher Input / Introduction of New Material** – Teacher engages students in the content using appropriate instructional strategies.
- **Guided Practice** – Students engage in the application of new learning with support from the teacher.
- **Independent Practice** – Students work individually, in pairs, or in groups to reinforce skills and demonstrate mastery.
- **Closure** – Teacher guides student reflection on the lesson's objective and significance.

## Plan 3: Sample Lesson Plan - Elementary

### Standard:

**3.G.1.** Compare and analyze attributes and other features (e.g. number and shape of sides, faces, corners, right angles, diagonals, and symmetry) or two-dimensional geometric shapes, especially the attributes of triangles (isosceles, equilateral, right) and quadrilaterals (rectangle, square).

**Objective:** By the end of the lesson, students will be able to construct and classify angles, triangles, and quadrangles.

### Warm-Up: (Partner Activity)

Each student takes 4 of each size straw and 4 twist ties. Give students a few minutes to make a design or geometric shape. Do not bend the straws. Have the students share their designs or geometric shapes with a partner.

Ask students to discuss as a class how it is possible to represent 2-dimensional shapes in different ways: with concrete materials such as straws and twist ties or rubber bands on a geoboard, with pictures or constructions, and with verbal descriptions.

Tell students that in this lesson they will construct a number of specific 2-dimensional shapes using straws and twist ties and discuss how the shapes are similar and different. (Read objective w/students.)

### Introduction of New Material (Whole Class)

#### *Constructing Angles:*

Students take 2 straws and 1 twist tie. Have students insert the twist-tie into one end of each straw to join them. Lead the class into a discussion of angles. As angle-related terms are introduced, write them on the board.

- The straws form an **angle**. They meet at a point called a **vertex**.
- A **right angle** is a square corner. (Have students use their straws to show a right angle, an angle larger than a right angle, and an angle smaller than a right angle.)
- Draw an angle on the board. Relate that the angle is made of two rays that have the same endpoint—the vertex of the angle.
- Label the vertex *B*. Mark and label a point *A* and point *C*. Name the angle,  $\angle ABC$ . The middle letter in the name of an angle always names the vertex. Ask students to give another name for the same angle.

### Guided Practice (Whole Class, teacher leads):

#### *Constructing Triangles and Quadrangles:*

Have students join three straws of different lengths and lay their constructions flat on their desks. Have them identify the shape. Continue to write vocabulary on the board.

Have students take any four straws to make a construction. Tell the terms given to four-sided constructions. (quadrangles or quadrilaterals)

Have students follow the directions below.

- Make a quadrangle with all four sides equal in length and all right angles. What is the shape called?
- Pull two opposite corners of the square in opposite directions. (Model for students.) Are the angles still right triangles? Are the pairs of sides still the same length? What is the new shape called?
- Use two straws of one length and two straws of another length. Make a quadrangle with pairs of opposite sides the same length and all right angles. What is the name of the shape? Pull opposite corners of the shape. Are all of the angles still right angles? What is the new shape?
- Continue by having the students make a trapezoid using straws of different lengths. Are any of the angles right angles? Are any of the sides the same length?

**Independent Practice** (During this time, teacher circulates to do visual checks for understanding, the activity sheets are also collected as formative assessments.)

Activity Sheet: Students complete sheet to practice comparing and naming various angles and shapes, using images, their drawings and their manipulatives.

Students sort pattern blocks according to rules.

*Polygon Search* Activity: Students have a picture of a design composed of multiple polygons. Using clues, they must locate specific polygons or other shapes from the lesson within the design.

## Closure:

### *Exit Slip*

On an exit slip with a Venn diagram, have students compare two angles they created, or two triangles, or two quadrangles. (Enrichment: students who finish early can compare properties of multiple categories.) Ask them to write or share how they are alike, and how they are different.

Tell students they will continue to learn more about the properties of polygons.

## Plan 3: Sample Lesson Plan - Secondary

**Standard:** 12.DC.5.2. Describe how the home rule charters of 1802, 1812, and 1820 gave District residents a voice in their local government.

### Objective:

By the end of one 90-minute class, students will write two paragraphs that identify the pros and cons of Home Rule for the District of Columbia and a third paragraph that makes an argument for or against the District having more autonomy.

### Warm-Up:

Teacher writes the definition of autonomy on the board. Ask students to brain-storm why a group of people would want to have autonomy. Ask them to brain-storm and list consequences of not being autonomous - socially, politically, or economically.

Write list on board after a few students share.

### Teacher Input/Introduction of New Material:

Teacher prepares outcomes of lesson by sharing with students: “You work in the mayor’s office in 1820. A new act is being debated in Congress, the Municipal Charter of 1820. Your boss wants you to research home rule in Washington, analyze the pros and cons of home rule, and give him an oral report on why more autonomy for Washington, DC would benefit the city. You must research the history of home rule up until this point, evaluate the pros and cons of home rule, and summarize your findings in a logical presentation which you can deliver in a memo to your boss.”

Explain key concepts of autonomy, and reviews examples of powers granted to states that Congress exercises in regard to the District. Emphasis should be given to powers which relate to issues that students have reported as relevant to their communities.

### Guided Practice:

Jigsaw – Working in groups of three, each student will select one of the home rule charters, 1802, 1812, and 1820 and research the details of the charter and what rights it specifically gave to Washington, DC. Students are to create a three column chart as a pre-writing exercise. They will fill in the information for the charter they research, focusing on 1) powers granted/denied, 2) structure, relationship to federal government, and 3) purpose of government.

Students share their charter to the other two students, continuing until all three charters have been shared within the group. Students will fill in the other two columns as information is shared.

As teacher floats around assisting groups, accountability of students' work will be demonstrated by students asking, questioning, learning and teaching each other as well as completing the table. Students should be explaining, engaging and questioning their group members and working together to master the essential knowledge relating to the home rule charters in Washington, DC.

### Independent Practice:

Given resources below, students research the changes that occurred in DC as a result of the home rule charters of 1802, 1812, and 1820. Students analyze and examine what changes and improvements Washingtonians made with their autonomy under the home rule charters. Students research whether they changed schools, built infrastructure, made DC more aesthetically pleasing, and/or developed a local government.

Reference in textbook pages 43-49, 101-104. Another source: <http://prorev.com/dchomeru>

From these resources students add information to their tables on physical and public improvements in DC as a result of these charters. Furthermore, students must evaluate and note if the advancements made during the home rule periods were positive, negative, sufficient, insufficient, etc.

In an on-demand writing, students write a 'memo' to their boss that identifies the pros and cons of home rule, as well as an argument for why (or why not) more autonomy for Washington, DC would benefit the city. Memos will be collected for assessment.

### Closure:

Have a brief-reflective discussion once writings are completed.

- A) Students examine why Congress and others have been opposed to home rule for the past 140-plus years. Students identify the arguments they made for maintaining control in the District. Students analyze clippings on page 425 of *City of Magnificent Intentions*, reading two or more, and recording the arguments against Home Rule in DC. For each argument against home rule, students create a counter-argument.
- B) Connect back to the Warm-Up, and ask students if the reasons/arguments they discovered in class today were reasons/arguments they identified earlier?

## Plan 3: Writing Lesson Objectives

### SMART OBJECTIVES

**Specific** – Objectives clearly specify what students will know and/or do.

**Measurable** – Objectives are observable and quantifiable.

**Aligned** – Objectives are aligned to a standard.

**Rigorous** – Objectives are aligned to the level of cognition (Bloom’s Taxonomy) in a standard.

**Time-Bound** – Objectives indicate by when students will demonstrate mastery.

### Examples

#### Standard

7.LT-F.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.

#### Objectives

At the end of the lesson, students will be able to:

Identify at least 3 ways in which Malvolio’s character changes appearance, attitude, etc. in *Twelfth Night*.

### Considerations

- Objectives and standards are not necessarily in a one-to-one ratio.
- You may create several objectives for one standard.

## Plan 4: Instructional Behavior Management Plan Template

### TARGETED CLASSROOM BEHAVIORS

*(Identify expected student behaviors. Be specific.)*

### EXPECTATIONS

*(Create classroom rules that are clearly and positively stated. No more than 5 expectations)*

1	2	3	4	5

### REWARDS

*(A reward system should be progressive.)*

1<sup>st</sup> Time:

2<sup>nd</sup> Time:

3<sup>rd</sup> Time:

4<sup>th</sup> Time:

5<sup>th</sup> Time:

### CONSEQUENCES

*(A consequence system should be progressive.)*

1<sup>st</sup> Offense:

2<sup>nd</sup> Offense:

3<sup>rd</sup> Offense:

4<sup>th</sup> Offense:

5<sup>th</sup> Offense:

### ACTION PLAN

*(Create steps on how you will communicate your expectations to your students.)*



## Plan 4: Sample Instructional Behavior Management Plan

<b>TARGETED CLASSROOM BEHAVIORS</b> <i>(Identify expected student behaviors. Be specific.)</i> Use assigned seat    Attentive listening    Finishing activities    Proper use of materials				
<b>EXPECTATIONS</b> <i>(Create classroom rules that are clearly and positively stated. No more than 5 expectations.)</i>				
1 <b>BE ORDERLY.</b> Enter the classroom and take your seat quietly.	2 <b>BE RESPECTFUL.</b> Listen when someone is talking.	3 <b>BE RESPONSIBLE.</b> Do your class work and homework.	4 <b>BE TIDY.</b> Clean as you go.	5

<b>REWARDS</b> <i>(A reward system should be progressive.)</i>
1 <sup>st</sup> Time: Verbal praise
2 <sup>nd</sup> Time: Notes to Parents
3 <sup>rd</sup> Time: Certificate of Good Character
4 <sup>th</sup> Time: Announcement at Assembly
5 <sup>th</sup> Time: Pasta Party with the Teacher

<b>CONSEQUENCES</b> <i>(A consequence system should be progressive.)</i>
1 <sup>st</sup> Offense: Verbal warning
2 <sup>nd</sup> Offense: Teacher-Student Conference
3 <sup>rd</sup> Offense: Parental Contact
4 <sup>th</sup> Offense: Contract Signing
5 <sup>th</sup> Offense: Teacher-Parent Conference

<b>ACTION STEPS</b> <i>(Create steps on how you will communicate your expectations to your students.)</i>
<ol style="list-style-type: none"> <li>Clearly define, teach, and model the rules for behavior in your classroom and explain the rationale behind them to your students.                             <ul style="list-style-type: none"> <li>When appropriate, have students contribute to this process to create buy-in.</li> </ul> </li> <li>Clearly explain the consequences for appropriate and inappropriate behavior.</li> <li>Use a tracking system that is easy to manage and holds students accountable for their behavior.                             <ul style="list-style-type: none"> <li>Examples: Card Chart, Logs</li> </ul> </li> <li>Be consistent and fair in enforcing the consequences.</li> </ol>

## Plan 5: Procedures and Routines Checklist

Procedure	Check
Entering the Room	
Bathroom & Water Fountain	
Hallway Passes	
Dismissal/ Exiting Classroom	
Hallways and Stairs	
Moving to Groups/Centers	
Managing Books	
Distributing Materials / Papers	
Students without Pens/Pencils	
Managing Homework	
Tests and Quizzes	
Pencil Sharpener, Tissue, Trash	
Coats, Bags, Lunches	
Getting Whole Class Attention	
Students Speaking in Class	
Managing Cooperative Groups	
Managing Centers	
Absent or Tardy Students	
Fire Drill	
Plans for Substitute Teacher	
New Students	
Attendance and Lunch Count	
Students Who Finish Early	
Unplanned Interruptions	

## Plan 5: Example Procedures

### Entry and Exit

- Entering the Room
- Restroom or Water Fountain
- Dismissal
- Hallway and Stairs
- Transitioning to Small Groups
- Lining Up
- Walking through the Hallway

**Inefficient Scenario:** Students enter the class at different times talking loudly about incidents that took place during breakfast or on the bus. They fumble around asking each other for pencils and paper. Some of them only begin the assigned task when directed to do so, even though the Warm Up is written on the board everyday.

**Procedure:** “After you line up quietly outside of the room, I will come to the door and welcome you inside. You will walk immediately to your assigned seat, take out your homework, put it on the corner of your desk, and begin working on the Warm Up.”

### Material Management

- Managing Books / Materials
- Students without Pens / Pencils
- Collecting Homework
- Tests / Quizzes
- Pencil Sharpener, Tissue, Trash
- Distributing Work

**Inefficient Scenario:** During a group activity, students individually pick up materials from the materials shelf in the back of the room. Students begin to argue over colors and spill some of the materials on the floor. Meanwhile, students who are waiting for the other students to finish getting materials are sitting in the background talking noisily.

**Procedure:** “I have prepared all of the materials for the project and placed them in five bins in the back. The “Materials Manager” for each group will collect the materials bin when it is time to begin the activity. They will be in charge of distributing materials from their Materials Bin. The materials manager from each table will also be responsible for collecting materials from his/her small group and returning them to the Materials Bin when the activity is finished.”

## Classroom Interaction

- Getting Whole Class Attention
- Students Getting Teacher Attention
- Students Speaking in Class
- Managing Learning Groups
- Managing Centers (Moving or Stationary)
- Playing Games

**Inefficient Scenario:** You would like to get the attention of your rambunctious class to make an important announcement about their work. You have tried getting their attention, only to find they are growing louder. You stand quietly and hope that they notice your silence. One student sees this and motions for the class to quiet down... 8 minutes have passed.

**Procedure:** “I will clap my hands three times and raise my hand when I need you to listen to some very important directions. When you hear the clapping, clap three times and raise your hand. I need your eyes on me and all talking and working to stop while I make my important announcement. Let’s try it.”

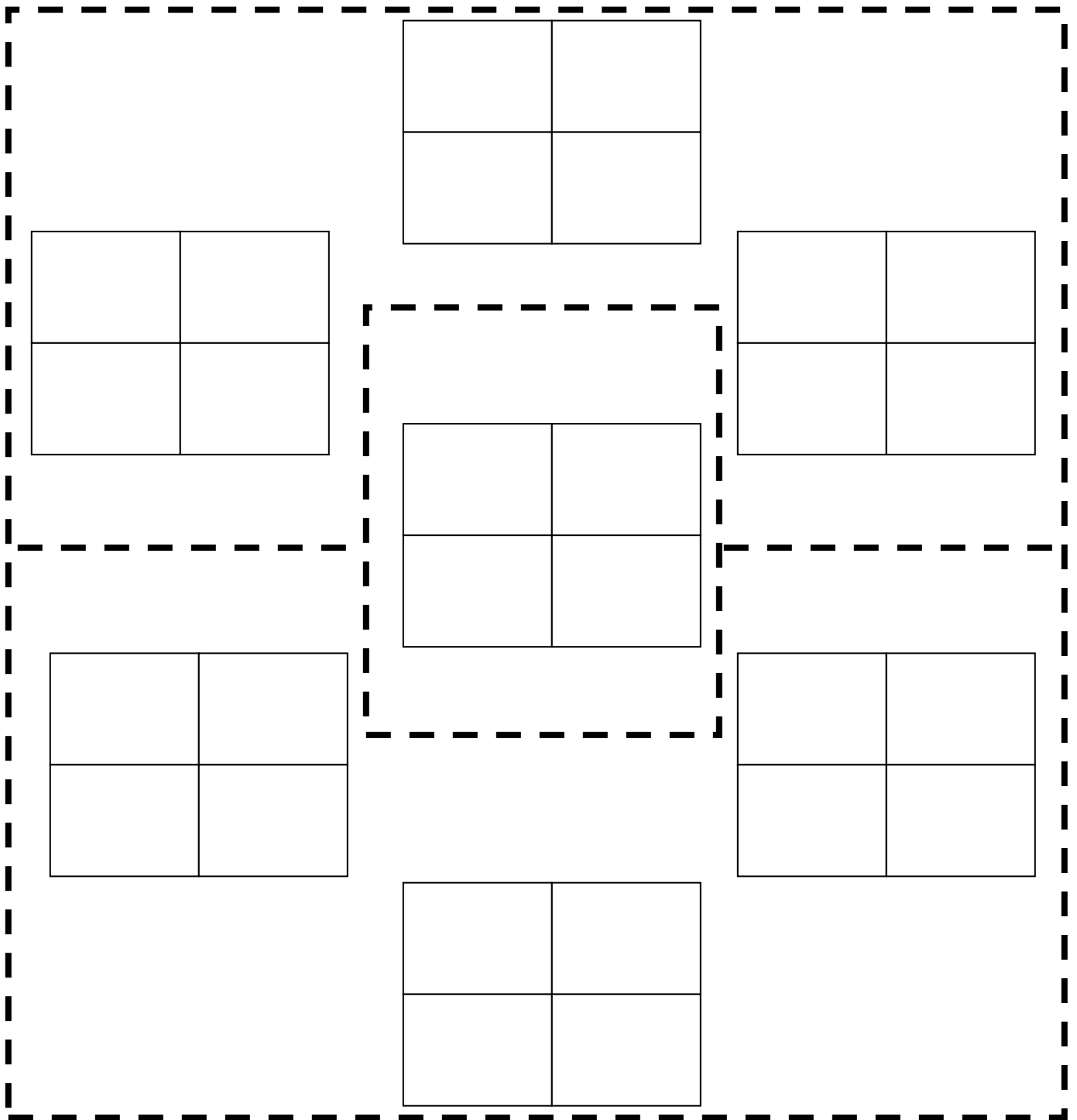
## Task Interruptions

- Absent or Tardy Students
- New Students
- Attendance and Lunch Count
- Early Finishers
- Unplanned School Interruptions
- Playing Games

**Inefficient Scenario:** After taking a short quiz, some of your students hand in the quiz and find themselves talking with each other. This distracts some of the other students who now feel rushed in an attempt to catch up with their speedy counterparts. Furthermore, they have taken to talking to some of the test takers and you are sure that some of them may be cheating.

**Procedure:** “When you are finished with your quiz, you may choose any of the activities on the ‘Assign Yourself’ wall. This means you may work quietly on any of the ten activities until I call time for the quiz.”

## Plan 6: Sample Seating Chart to Promote Teacher Movement



--- Teacher Movement

## Plan 6: Tools for Materials Management

### Materials Supply Box Example

**Group Materials Box # \_\_\_\_**

**Before returning this box, ensure it contains all of the following:**

- **1 pair of scissors**
- **1 complete package of colored pencils**
- **1 glue stick**
- **4 complete sets of student response cards**
- **4 highlighters**

## Teach 1: Lesson Openers

### KWL Chart

KWL charts allow students to activate prior knowledge and probe their wonderings about a topic. Before introducing a concept, students work individually or as a team to fill in the “Know” and “Want to Know” portions of the chart. Using information gathered on the charts, a teacher can more effectively plan instruction. At the end of the lesson, students fill in the “Learned” portion of the chart. Teachers can use the “Learned” column to informally assess if the lesson objectives have been achieved.

TOPIC: \_\_\_\_\_

Know	Want to Know	Learned
What do you already know?	What would you like to know?	What new information have you learned?

### Making Predictions

A chart for making predictions reinforces the skills of predicting and inferring and allows teachers to gauge students’ prior knowledge.

Objective	My Prediction	Clues	What Really Happened
What are we learning today?	What do I think this is going to be about?	What are some clues in the objective that lead me to predict what will happen?	What was the lesson really about?

### Five Engaging Lesson Openers

Here are five engaging ways to open lessons:

- #1 Jumble the words of the learning objective and ask students to “unjumble” them.
- #2 Show students several objects that reflect the content of the lesson and ask them to connect the objects to one another and/or predict what the lesson will be about.
- #3 Change the learning objective into a related “What if?” question.
- #4 Give students 30-60 seconds to write down what happened in the last lesson.
- #5 Show an image linked to the lesson objective and ask students to write a prediction in their journal about the content of the lesson.

Name \_\_\_\_\_

Date \_\_\_\_\_

**KWL Chart**

Topic/ Subject: \_\_\_\_\_

<b>KNOW</b> What do you already know?	<b>WANT</b> What would you like to know?	<b>LEARNED</b> What new information have you learned?



Name \_\_\_\_\_

Date \_\_\_\_\_

**Making Predictions**

Topic/ Subject: \_\_\_\_\_

<b>Objective</b>	<b>My Prediction</b>	<b>Clues</b>	<b>What Really Happened</b>
What are we learning today?	What do I think this is going to be about?	What are some clues in the objective that lead me to predict what will happen?	What was the lesson really about?

## Teach 1: Lesson Closers

### Gallery Walk

A gallery walk is a great way for students to move around at the end of a lesson and to ensure they understand both the content and the purpose of the lesson. A teacher posts different scenarios and questions in various parts of the classroom and students must use the knowledge built during the lesson to answer the questions.

### Exit Slip

An exit slip (or exit ticket) is a question or series of questions that students must answer before leaving the classroom. Responses provide a snapshot of whether students met the lesson's objective and inform a teacher's plans for future instruction. Teachers can use index cards, journals or scrap sheets of paper for exit slips.

### Answer Cards

Each student is given a set of four cards, either color coded or labeled by letter or number (see the next page). The teacher posts or asks a question and lists the answer choices. The students hold up the card that corresponds to their answer choice. Teachers can advise students not to discuss their answers or look around when raising their card. The teacher quickly surveys the responses to assess and address students' (mis)understanding.

### White Boards

Each student is provided with a white board, a dry erase marker, and an eraser (a sock works great). After a teacher posts or asks a question, students are given time to write their answers. At the end of the work time, the teacher asks the students to raise their boards to reveal their answers. The teacher quickly surveys the responses to assess and address students' (mis)understanding. Alternatives to white boards: laminated cardstock, shower board from a local home improvement store, paper and marker, or cardstock in plastic sleeves.

### Buddy Check-in

Students work together in pairs to coach each other on math problems. One student answers the problem while the other student coaches him or her through the problem. The students switch roles for each problem.

**Answer Cards (Laminate and Cut)****A****B****C****D**

**Buddy Check-in**

Names:	
Date:	
Assignment:	
1.	1.
2.	2.
3.	3.
4.	4.

## Teach 2: Emphasizing Key Points in a Memorable Way

### Games

Here are some engaging games to use during class time to emphasize key points in a lesson.

1. **Jeopardy** - Similar to the popular game show, the teacher writes topics at the top of the board and assigns a point value to questions under each topic. Teams or individual students take turns selecting questions.
2. **Around the World** – One student is paired with a neighbor. The teacher asks the pair a question and the first to answer the question rotates to the next student.
3. **Taboo** - The teacher creates cards with important words or concepts associated with the lesson. Two students come to the front of the class. One student holds a card with the word that needs to be guessed at the top, and 3 or 4 words that they **cannot** use to describe the word at the top. This will allow students to think creatively about conveying what they have learned, as well as show a true understanding of how a concept may be applied in various situations.
4. **Bingo** - Teachers call out the definition or outcome, and students must identify the corresponding word or question on a bingo board. The first with 5 down, 5 across or 5 diagonally, wins.

### Modeling

Effective teachers often show how they process new information.

1. **Role Playing**- A teacher acts out how to solve a problem or answer a question. For example, dramatize ideas that involve steps or sequencing.
2. **Think Alouds**- A teacher walks students through his or her thought process. For example, “To find the median, I just need to find the middle number. Now as I check my answer, I see that it was incorrect. I wonder why? Let’s look back at the notes. Now I see! I was supposed to put the numbers in order before finding the middle number. I will do that first and see if I get the right answer.”

### Techniques for Emphasizing Key Points

Effective teachers use strategies that emphasize important parts of the lesson.

1. Repetition                      Ask students to repeat key words or ideas at various points during a lesson.
2. Movement                     Students can associate concepts with hand gestures or body motions, such as using their arm to demonstrate the differences between obtuse, acute and right angles.
3. Music/ Rhyming              Put ideas to a beat or rhythm. For example, when rounding, some teachers say, “Five or more, raise the score. Four or less, give it a rest.
4. Color Coding                  Students can use highlighters during reading to denote various ideas or concepts. For example, students can differentiate between verbs and nouns by highlighting verbs in blue and nouns in pink.
5. Relevance                      Use experiences from students’ lives or popular culture to relate new information in a lesson.

## Teach 2: Maintaining a Dynamic Presence

### Movement

Maintain a dynamic presence by:

- **moving about the room** throughout the lesson.
- using **eye contact** to both survey the class and engage directly with various students.
- using **meaningful hand gestures** to convey content during a lesson.

### Voice

A teacher's voice should be **loud enough for all students to hear** and **should sound confident and clear**.

### Enthusiasm

To convey enthusiasm, consider the following TIP(s):

1. **Tone** - Use a positive tone of voice.
2. **Input** - Allow students to contribute to the discussion. Ask for their input and openly dialogue with them about concepts. Be open to questions and opportunities to connect with students on their own terms.
3. **Passion and Interest** - Connect the lesson to your own life and to the lives of your students. Make each learning experience personal. Give students the opportunity to better understand your personal investment in the topic and how you use (or have used) the information throughout your life.

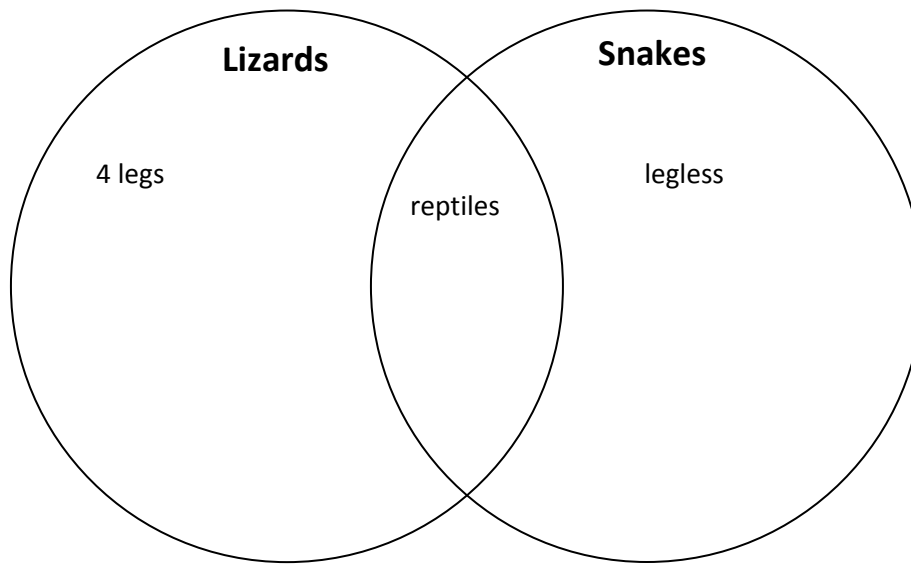
### Clarity

- |   |  |  |   |
|---|--|--|---|
| 1. Refrain from distracting <b>verbal tics</b> such as "like" and "um". | 2. <b>Pace yourself</b> so you speak clearly and coherently. | 3. Create a plan to convey <b>concise information</b> and <b>emphasize the key points</b> of the lesson. | 4. Use <b>age-appropriate</b> language. |
|---|--|--|---|

## Teach 2: Tools to Organize Content Delivery

### Venn Diagrams

A simple Venn diagram includes two overlapping circles. This graphic organizer is used to compare and contrast two topics. Attributes or characteristics shared by both topics are listed in the overlapping portion of the circles. Attributes or characteristics unique to only one topic are listed in that topic's circle. Attributes or characteristics that do not apply to either subject can be listed outside the circles.

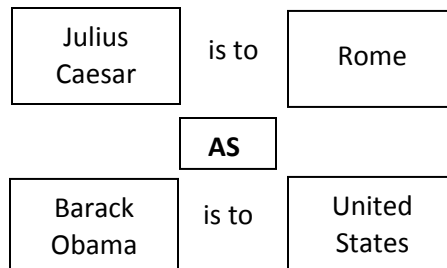


### Analogies

Teachers can use analogies to make learning connections.

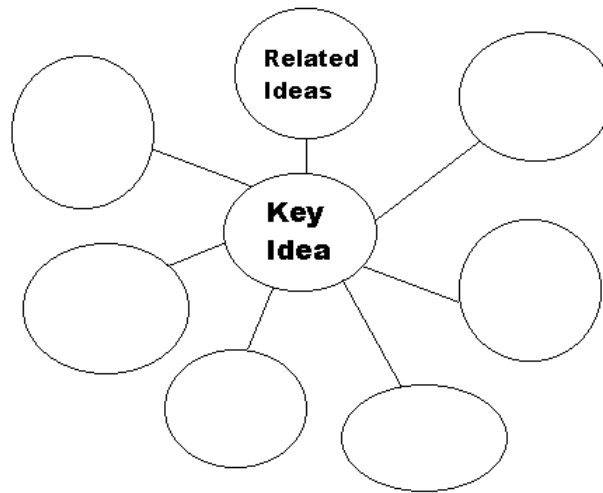
#### Creating Analogies

Relationship: Julius Caesar was the leader of ancient Rome.



## Mind Map

A mind map is an organizational web that allows students to list key ideas and summarize how they are related.



Write a sentence about each idea from your mind map.

1.

## Guided Notes

The teacher prepares an outline to be completed by students during the lesson.

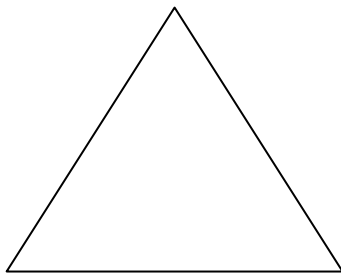
Name \_\_\_\_\_ Date \_\_\_\_\_

Area is \_\_\_\_\_

To find the area of a four sided figure, we need to:

1. \_\_\_\_\_

2. \_\_\_\_\_



To find the area of a triangle:

1. \_\_\_\_\_

2. \_\_\_\_\_

Identify the base and height in this triangle.



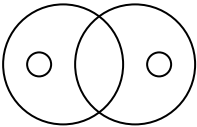
## Right Brain-Left Brain Notes

This note taking strategy combines both written notes and a visual representation of those notes. At the bottom of these notes, students summarize the lesson's objective.

<b>Topic:</b> _____	
Written Notes here (vocabulary, key ideas, main ideas, characters/ characteristics)	Visual Representations here (web organizers, pictures, numerical representations, timeline)
Summary:	

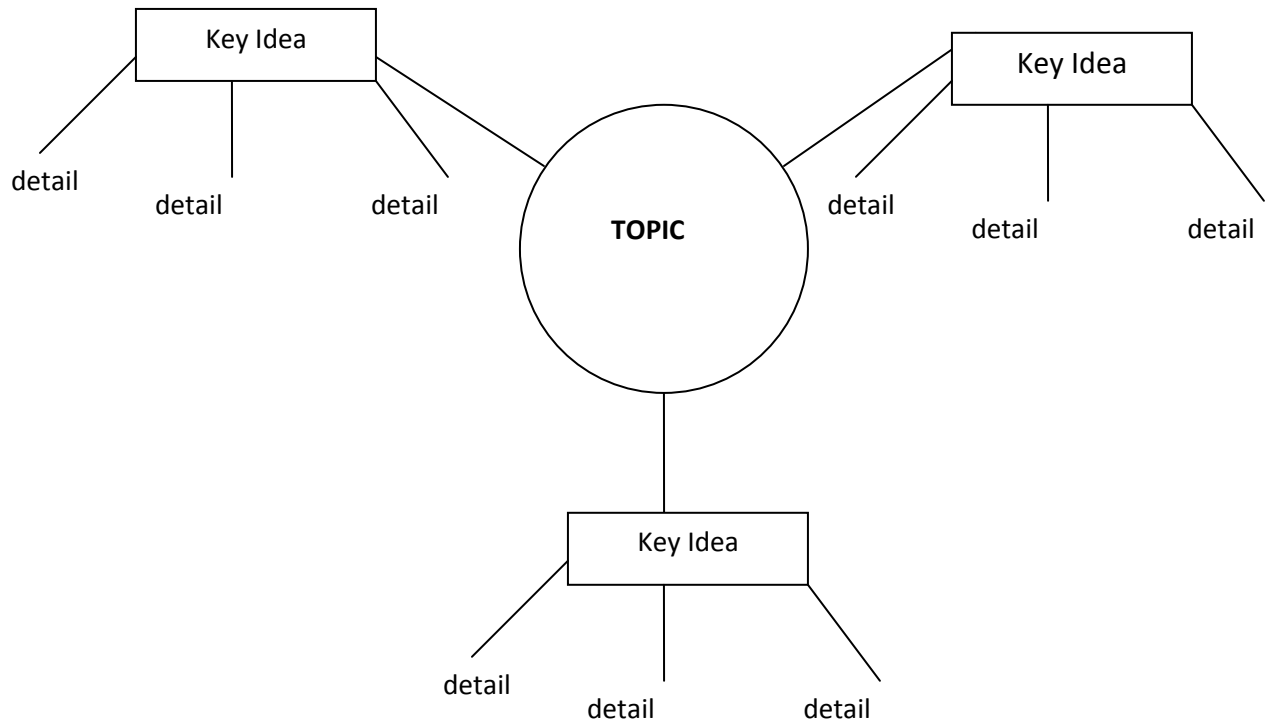
## Vocabulary Chart

A vocabulary chart helps students organize information about a topic.

<b>Definition:</b> The process of nuclear cell division.		<b>Characteristics:</b> <ul style="list-style-type: none"> <li>- nucleus divides into nuclei</li> <li>- each new cell has the same number of chromosomes</li> <li>- 4 phases</li> </ul>
	<b>Word:</b> Mitosis	
<b>Sentence:</b> Mitosis reminds me of cutting a hardboiled egg because there is still yolk in each egg white.		<b>Non-Linguistic Representation:</b> 

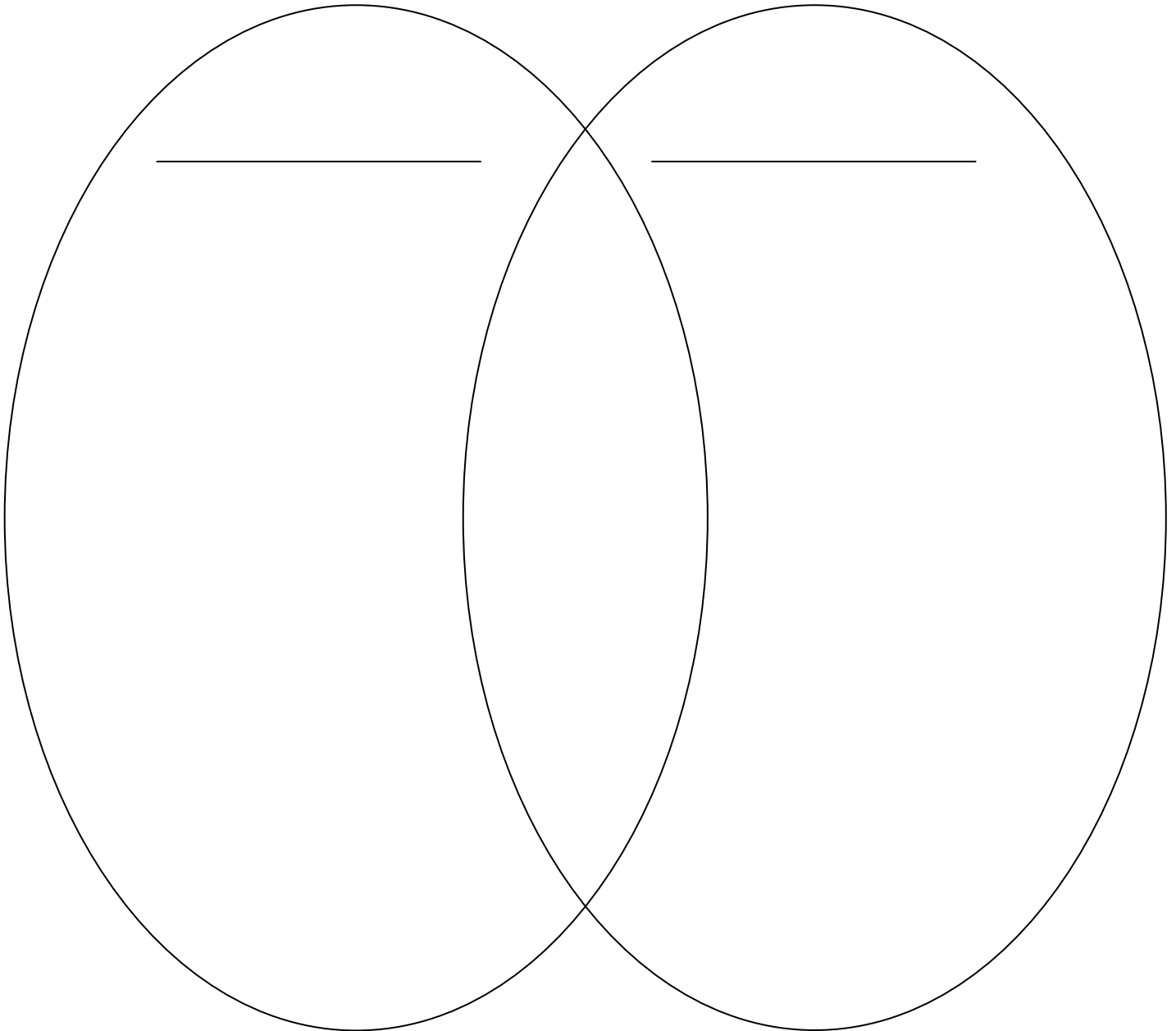
**Concept Web**

This graphic organizer allows students to identify key ideas and details about a topic.



Name \_\_\_\_\_ Date \_\_\_\_\_

Topic/ Subject: \_\_\_\_\_

**Venn Diagram**

**Concept Map**

<div data-bbox="300 289 695 388"><b>Definition</b></div>	<div data-bbox="938 289 1333 388"><b>Context</b></div>
<div data-bbox="414 966 1218 1092"></div>	
<div data-bbox="300 1144 695 1243"><b>Examples</b></div>	<div data-bbox="961 1144 1356 1243"><b>Non-Examples</b></div>

## Teach 3: Strategies to Engage Students

### Individual White Boards

Each student is provided with a white board, a dry erase marker, and an eraser (a sock works great). After a teacher posts or asks a question, students are given time to write their answers. At the end of the work time, the teacher asks the students to raise their boards to reveal their answers. The teacher quickly surveys the responses to assess and address students' (mis)understanding. Alternatives to white boards are: laminated cardstock, shower board from a local home improvement store, paper and marker, or cardstock in plastic sleeves.

### Think – Pair – Share

Think-Pair- Share is an effective way to engage all students in answering a question or responding to a prompt.

**FIRST...** students are asked a question or given a prompt.

**THEN...** students think silently about their response.

**NEXT...** students share their thoughts with a partner.

**FINALLY...** students share their response with the whole class.

### Student Roles for Group Work

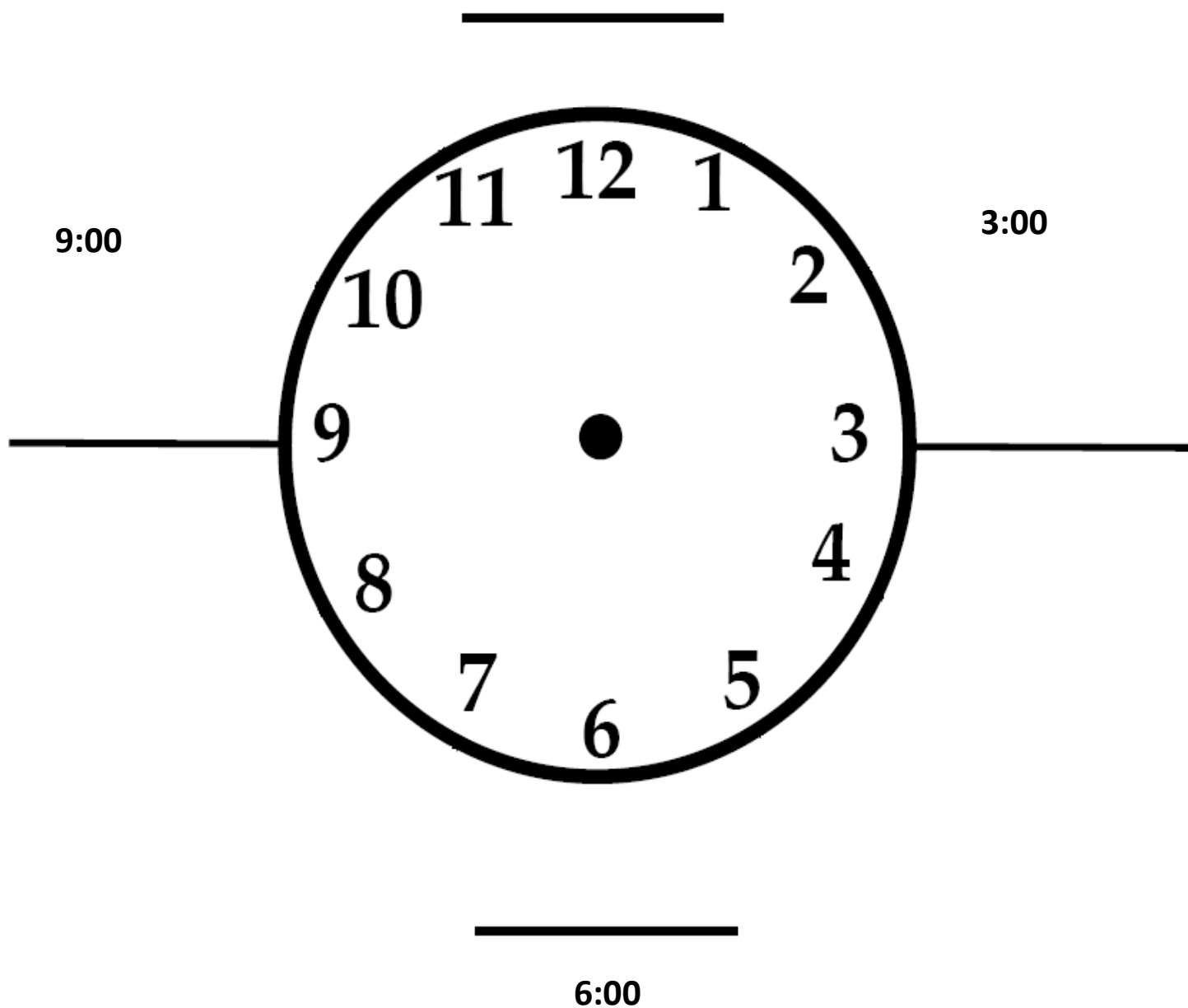
The following are examples of students' roles to help facilitate group work.

1. *The Coach* provides encouragement to the group.
2. *The Great Equalizer* ensures all students have an equal opportunity to share information by informing peers when they are dominating the conversation or have failed to contribute to the conversation.
3. *The Questioner* checks to see if any students in the group have questions. If all students in the group are confused, the questioner is responsible for communicating questions to the teacher and communicating answers to group members.
4. *The Task Manager* helps to ensure students remain on-task.
5. *The Scribe or Recorder* takes notes.
6. *The Timekeeper* ensures students adhere to the time guidelines set by the teacher.
7. *The Materials Monitor* ensures students are correctly using any materials. The materials monitor is also responsible for gathering materials at the end of the activity and returning them to their appropriate place.

## Teach 3: Grouping Strategies

**CLOCK BUDDIES**

12:00



## Teach 4: Addressing Varied Learning Styles

### Assignments and Assessments

Students can be offered opportunities to showcase their understanding in various ways. Teachers may consider having a Talent Showcase to allow students to present their work for an audience.

Visual	Performance	Written	Oral	Multimedia
Cartoon/ Comic	Dance	Short Story/ Book	Debate	PowerPoint Slide Show
Collage	Monologue	Magazine	Discussion	Game/ Game Show
Diorama	Play/ Musical	Essay/ Report	Talk Show	TV Show/ Movie
Mobile	Simulation	Song/ Rap/ Poem	Interview	Website
Sculpture	Experiment	Newsletter/ Newspaper	Speech	Exhibit

## Teach 5: Informal Checks for Understanding

### White Boards

See Resource pages for *Teach 1: Lesson Closers* or *Teach 3: Activities to Engage Students*

### Equity Sticks

To check for understanding, teachers may use Popsicle sticks or clothespins with student's names on them to randomly ask students questions about the lesson.

### Exit Slips

See Resource pages for *Teach 1: Lesson Closers*

### Answer Cards / Signal Cards

See Resource pages for *Teach 1: Lesson Closers*

### Stand Up / Sit Down or Thumbs up / Thumbs Down

When a teacher asks a question, students can either put their thumbs up for one response or down for the other. Alternatively, you can use stand up or sit down to insert movement into your lesson.

Example: "Stand up if you think the picture on the screen represents an animal cell; sit down if you think it represents a plant cell. Can I have one volunteer from the animal cell group and one volunteer from the plant cell group come up and explain why you chose your answer?"

### Rate Your Understanding

The teacher asks students to rate their understanding of a specific topic by putting up a number of fingers. No fingers (a fist) represent the lowest ranking of 0 and five fingers represent the highest ranking of 5. This is especially helpful with agree / disagree questions or a quick way to gauge how students feel about material.

Example: "Rate your understanding: How comfortable would you be explaining summaries to fifth graders at a local elementary school? Zero fingers means not comfortable at all, and 5 means absolutely, positively comfortable with explaining summaries."



## Ball Toss (Hot Potato)

Ball Toss can be used to check students' understanding. A teacher throws the ball to a student and asks him or her a question, then either the student or the teacher throws the ball to another student.

Example: "Who can name one of the 50 states in America? When you catch the ball, name one state and pass it to another student. Make sure everyone has received the ball before throwing the ball to someone who has already answered."

## Open v. Closed Questions

	What is it	When to use it	Example
Open	<ul style="list-style-type: none"> <li>• A question that requires an extended response</li> <li>• Requires higher order thinking</li> </ul>	When trying to enrich student understanding and push a student to a higher level of thinking such as analysis, synthesis and evaluation.	"How do you think the characters in <i>The Diary of Anne Frank</i> changed over the course of their time in hiding?"
Closed	<ul style="list-style-type: none"> <li>• A question that requires a brief response</li> <li>• Usually objective but not always</li> <li>• Used to explore facts</li> <li>• Good for controlling conversation and directing it to a particular destination</li> </ul>	Closed questions are good for quick and easy answers to questions about a lesson. Closed questions focus more on the knowledge and comprehension levels of thinking.	"Name three characters in <i>The Diary of Anne Frank</i> ?"

## Teach 5: Responding to a Student's Correct Answer

Probe Correct Answers	Sample Question Starters	Example
<p>When responding to a student's correct answer, an effective teacher often will ask probing questions to extend a student's thinking.</p>	<ol style="list-style-type: none"> <li>1. "Why do you think this is the case?"</li> <li>2. "What would you have to change in order for..."</li> <li>3. "What's another way you might..."</li> <li>4. "What would it look like if..."</li> <li>5. "What do you think would happen if..."</li> <li>6. "How was...different from..."</li> <li>7. "How did you decide/determine/conclude..."</li> <li>8. "What is the connection between...and..."</li> <li>9. "What if the opposite were true? Then what?"</li> <li>10. "How might your assumptions about...have influenced how you are thinking about..."</li> </ol>	<p>Data set: 5 1 6 5 9</p> <p>Teacher: Jennifer, can you tell us what the median of this data set would be?</p> <p>Jennifer: The median is 5.</p> <p>Teacher: 5? Why wouldn't the median be 6? Isn't that in the middle?</p> <p>Jennifer: Yes, but when you put the numbers in order from least to greatest, 5 is in the middle.</p> <p>Teacher: Great Job! What do you think would happen if I put a 7 into the data set? Would my median still be 5?</p> <p>Jennifer: No because now there are two numbers in the middle, 5 and 6.</p> <p>Teacher: So is my median now 5 and 6?</p> <p>Jennifer: No, your median is 5.5 because you need to find the average of 5 and 6 to find the median.</p> <p>Teacher: Excellent Job!</p>

## Teach 5: Responding to a Student's Incorrect Answer

Scaffold Incorrect Answers	Sample Sentence Starters	Example
<p>Effective teachers scaffold incorrect answers by breaking a response into component parts so that s/he can figure out exactly where a student's understanding of a concept broke down.</p>	<ol style="list-style-type: none"> <li>1. "What do you mean by...?"</li> <li>2. "Can you give me an example of...?"</li> <li>3. "What is the definition of...? How does your answer relate to this definition?"</li> <li>4. "Can you explain why you based your answer on this rather than _____?"</li> <li>5. "What are your reasons for saying this?"</li> <li>6. "Can you be more specific by breaking down your thoughts into what you did first, second, last, etc."</li> <li>7. "Let me see if I understood you. Do you mean _____?"</li> <li>8. "Can you rephrase your answer?"</li> <li>9. "What I heard you say was _____. Is that what you meant?"</li> <li>10. "Pattie, do you agree with the answer Bruce just gave? Why or Why not?"</li> </ol>	<p>5 1 6 5 9</p> <p>Teacher: Kevin, can you tell us what the median of this data set would be?</p> <p>Kevin: The median is 6.</p> <p>Teacher: How do you know the median is 6?</p> <p>Kevin: Well, the median is the number in the middle and here the number in the middle is 6.</p> <p>Teacher: You are correct in saying the median is the middle number but there is one step that comes before choosing the number in the middle. Do you remember what it is?</p> <p>(Wait 3- 5 seconds)</p> <p>Kevin: Oh! I was supposed to put them in order.</p> <p>Teacher: Excellent! When you put the numbers in order, what do you find the median is?</p> <p>Kevin: The median is 5.</p> <p>Teacher: Great job thinking through that!</p>

## Teach 6: Suggestions for Efficient Pacing

### Set and Reinforce Time Limits

The following are ways to help teachers maintain an efficient pace of instruction.

#### *A Timer*

A timer is a good way to keep track of how much time is left in a particular part of a lesson. Kitchen timers, alarm clocks or even online timers, such as the one at [www.online-stopwatch.com](http://www.online-stopwatch.com), help teachers maintain an efficient instructional pace.

#### *A Time Keeper*

Assign a student to keep track of the time for various parts of a lesson cycle. The student may be in charge of giving you a 5 minute warning, and they may be in charge of resetting the timer for various parts of a lesson.

#### *Include Time on Your Daily Agenda*

By posting times, a teacher can check the clock periodically to ensure the lesson is moving along at an efficient pace.

## Teach 7: Creating Relevant Lesson Plans

### Develop Relevance

#### *Interest Inventory*

An Interest Inventory is a survey that students complete to gauge their interest in various areas such as extracurricular activities and hobbies. Teachers can use this information to choose topics or themes for certain units. For example, if many students enjoy the books of a particular author, a teacher may design a lesson using a selection from that author.

#### *Design Real World Projects*

Effective teachers link real world experiences to academic course work. By doing so, students can identify the relevance of the work and are more likely to be engaged in the lesson. The following are examples of real world projects.

- Science**
  - **Science Fair.** Students participate in a local science fair to study areas of interest and the scientific method.
- Mathematics**
  - **Grade Level Census.** Students collect data about their classmates and use central tendency to identify grade level trends.
  - **Creating a Classroom or School Budget.** Students collect data about school expenditures and use basic operations to determine appropriate spending.
- Language Arts**
  - **Pen Pals.** Students develop letter writing skills and other important writing skills by interacting with similarly aged students in other parts of US.
- Social Studies**
  - **Modernize War Stories.** Use contemporary language to relay historic controversies. Allow students to present this information through a play or skit in which they are able to emphasize key moments in the historical conflict using modern language and settings.
  - **Travel Guides.** Students create travel guides at the end of a grading period to memorialize the places they have learned about over the course of the year. The guides will contain pictures and commentary as well as their personal opinions and ratings of each place based on specific criteria provided by the teacher

# Interest Inventory

**Name:**

---

**Age:**

---

**Birthday:**

---

**Favorite Subject:**

---

**My favorite sport is:**

---

**My favorite food is:**

---

**I like to watch:**

---

**This year I am excited to:**

---

---

**This year, I am worried about:**

---

---

## Student Interest Inventory

My name is \_\_\_\_\_ and my birthday is on \_\_\_\_\_.

The one thing I like best about my family is \_\_\_\_\_.

My favorite class in school is \_\_\_\_\_ because \_\_\_\_\_.

One word to describes me is \_\_\_\_\_.

because \_\_\_\_\_.

I love to read stories about \_\_\_\_\_ because \_\_\_\_\_.

When I graduate, I want to be a/an \_\_\_\_\_ because \_\_\_\_\_.

If I had three wishes, they would be:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

One thing I would like to accomplish this year is \_\_\_\_\_.

\_\_\_\_\_.

## Teach 7: Demonstrating High Expectations

### Maintaining High Expectations

<p><b>Call on All Students</b></p> <p>Calling on all students equally establishes the expectation that all students are responsible for their learning and should be ready at any time to interact with the teacher about lesson material.</p>		<p><b>Wait Time</b></p> <p>Effective teachers provide 3 to 5 seconds of wait time after asking a question. By providing the wait time, effective teachers send the message that they believe in the students' ability to think through an appropriate response. Furthermore, students know that the teacher expects the best from them and is willing to wait for their response.</p>
	<p><b>High Expectations</b></p>	
<p><b>Grouping</b></p> <p>Effective teachers create lessons to address various learning styles. As such, students can be grouped heterogeneously or homogeneously so long as the teacher maintains high expectations for each group and provides rigorous work to encourage higher level thinking on all levels.</p>		<p><b>Grading</b></p> <p>Grading methods can help teachers communicate high expectations. By offering multiple opportunities to master objectives and by adjusting students' grades accordingly, teachers send a message that all students can succeed and that achievement is a function of effort. For example, in some schools, students are given an opportunity to retake a test if they complete an after school tutoring session.</p>



## Teach Malleable Intelligence

Students enter the classroom with their own biases about learning. It is important that teachers take time to explicitly teach children that there is always room to learn more information and to “grow” their knowledge. The following is one suggestion for teaching malleable intelligence to your students.

### Teach Malleable Intelligence

1. Play four corners with a list of ten statements about intelligence  
(ie. People are born smart. I believe that only rich people can get smarter.)
2. Students must go to either the Strongly Agree, Agree, Disagree or Strongly Disagree corner.
3. Have one representative from each corner explain why they believe this.
4. Students then read an article about malleable intelligence.  
(see [http://www.wilsonsd.org/770290121515211/lib/770290121515211/files/Brain\\_Article.pdf](http://www.wilsonsd.org/770290121515211/lib/770290121515211/files/Brain_Article.pdf) for a sample article)
5. Have students Think- Pair- Share about the questions you asked in the beginning of the class.
6. Have students repeat the Four Corners activity.
7. Ask students to reflect on whether their answers changed.

## Teach 8: Building Rapport

### Promoting Positive Language

Negative Language	Positive Language	Non- Example	vs.	Example
Is not / are not	Is / are	Jonathan is not listening to me right now.	vs.	Thank you Amber, Marcus and Jennifer. I see you are listening carefully.
Problem	Situations	What is your problem? Why do you keep hitting people?!	vs.	This is the second time you were involved in a violent situation. I am going to have to...
Always/ Never	Often/ Rarely	You never listen when I ask you to stay seated. You are always out of your seat! Sit down!	vs.	I rarely have to tell Darius to sit down because often times, he is already seated and attentive.
Should Have	Could Have	You know you should have been working on your class work instead of wasting time talking to Tasha.	vs.	Ben, you could have been working with your group on the assignment instead of talking to Tasha.
Bad	Unwise	Skipping class was a bad decision on your part because now you do not understand the work.	vs.	Skipping class yesterday was not a wise decision. I hope you can make up the work so you can catch up with the rest of the class.
Mistakes	Valuable Lessons	Screaming at Alfonzo like that was a big mistake.	vs.	I hope you learned a valuable lesson about talking to people. It is important to speak respectfully.
Do Not	You will	Do not talk while I am talking. That is very rude.	vs.	While I am speaking, I expect that you will respect my time to share information.

### I Messages

I Messages are an important way to show respect for students while still maintaining authority in the classroom.

Non- Examples	Examples
"Every time I give you a marker, you leave the cap off. Why are you so irresponsible?!"	"When I give you a marker and you leave the cap off, I end up with fewer markers for my other classes. I feel like you do not value my materials."
"You talk way too much!"	"Right now I am trying to explain exponents. When you talk while I am talking, it interferes with your learning and the learning of other students."



# Three Truths

**List three things about yourself that are true. List one thing that is not true. Your group will try to guess which one is not true. Make the list challenging . . .  
You want to stump them.**

1.

2.

3.

4.



## Teach 9: Clear Communication in the Classroom

### Communicate Behavioral Expectations

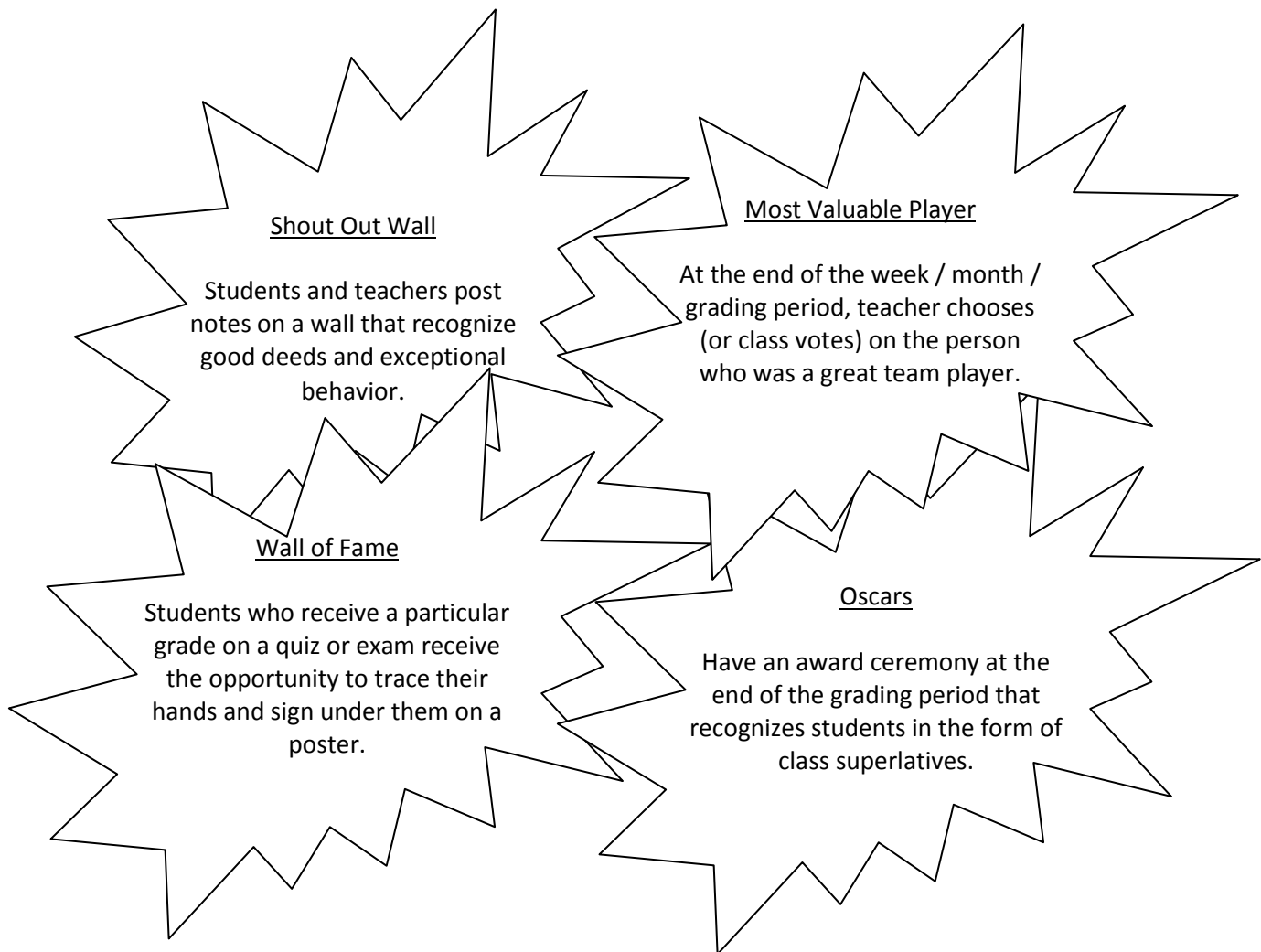
Post Signs	Repeat Expectations	Praise
Hang up signs, quotes or rhymes that relay your expectations for direct instruction, group activity and independent work. This creates a visual reminder of the rules and procedures.	Have students say the expectations, either from a poster or by repeating what you have told them before they begin an activity.	Verbally praise students who consistently exceed the behavioral standard. Use rewards to reinforce your investment in positive student behavior.

## Teach 9: Positive Consequences

### Recognize, Praise, and Reward

#### *Recognition*

Adults and students alike enjoy being recognized for their accomplishments. Effective teachers establish systems for recognizing students that are aligned with their expectations.



## DISCIPLINARY RESPONSES TO STUDENT MISBEHAVIOR (DCPS Student Discipline Code, DCMR Chapter 25)

Current as of July 6, 2009

### Tier 1

Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level committee.

Behavior	Disciplinary Response(s)
Refusal to present school-issued identification upon request	<ul style="list-style-type: none"> <li>• Verbal redirection or reprimand</li> <li>• Teacher/student conference</li> <li>• Parental contact in writing or by phone</li> <li>• Teacher/Parent conference</li> <li>• Temporary Removal of Student from Classroom*</li> <li>• In-School Disciplinary Action*</li> <li>• Behavior contract</li> <li>• Other school-based consequences as approved by a person designated by the Chancellor</li> </ul>
Noncompliance with an approved dress code <sup>2</sup>	
Attending class without required class materials or assigned work	
Off-task behaviors that demonstrate disengagement from classroom learning	
Unexcused lateness for school or class	
Behaviors that disrupt or interfere with classroom teaching and learning	
Inappropriate displays of affection	
Excessive noise in the classroom, hall, or building	
Running in the classroom, hall, or building	
Communication with staff and peers that is not polite, courteous, or respectful	
Directing profanity or obscene/offensive gestures toward peers	
Refusal to comply with reasonable staff instructions, or classroom or school rules	
Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	

\*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

<sup>1</sup> In the case of non-compliance with an approved dress code or uniform policy, disciplinary actions are described in DCMR Chapter 24 Section B2408.16

## DISCIPLINARY RESPONSES TO STUDENT MISBEHAVIOR (DCPS Student Discipline Code, DCMR Chapter 25)

### Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	Disciplinary Response(s)
Using computer/office equipment without permission	<ul style="list-style-type: none"> <li>• Verbal redirection/reprimand</li> <li>• Teacher/student conference or Administrator/student conference</li> <li>• Parental contact in writing or by phone</li> <li>• Administrator/parent conference</li> <li>• Temporary Removal of Student from Classroom*</li> <li>• In-School Disciplinary Action*</li> <li>• Behavior contract</li> <li>• Other school-based consequences as approved by a person designated by the Chancellor</li> </ul>
Intentional misuse of school equipment/supplies/facilities	
Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones)	
Leaving classroom without permission	
Unexcused absence from class	
Unauthorized presence in hallway during class time	
Unexcused absence from school <sup>3</sup>	
Inappropriate or disruptive physical contact between students	
Directing profanity or obscene/offensive gestures toward staff	
Throwing objects that may cause injury or damage property	
Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others	
Documented pattern of persistent Tier 1 behavior	

\*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

<sup>3</sup> DCMR Chapter 21 (Attendance and Transfers) provides guidance about student attendance

## DISCIPLINARY RESPONSES TO STUDENT MISBEHAVIOR (DCPS Student Discipline Code, DCMR Chapter 25)

### Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site Suspension.

Behavior	Disciplinary Response(s)
Inappropriate use of DCPS computer or network (restricted websites, offensive emails)	<ul style="list-style-type: none"> <li>• Verbal redirection/reprimand</li> <li>• Teacher/student conference or Administrator/student conference</li> <li>• Parental contact (written or by phone)</li> <li>• Parent conference</li> <li>• Temporary Removal of Student from Classroom*</li> <li>• Behavior contract</li> <li>• In-School Disciplinary Action*</li> <li>• Grade reduction for academic dishonesty</li> <li>• On-site Short-Term Suspension* with provision of appropriate intervention services</li> <li>• Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence</li> <li>• Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence</li> </ul>
Sale or distribution of any item without authorization	
Possession or distribution of obscene or pornographic material on school premises	
Possession or use of tobacco	
Use of alcohol	
Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia	
Unauthorized possession, use, or distribution of over-the-counter medication	
Verbal, written, or physical threat to person or property (including intimidating postures)	
Obscene, seriously offensive, or abusive language or gestures	
Causing disruption on school properties or at any DCPS-sponsored or supervised activity	
Gambling	
Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language	
Engaging in sexual acts on school premises or at school-related functions	

\*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.



## DISCIPLINARY RESPONSES TO STUDENT MISBEHAVIOR (DCPS Student Discipline Code, DCMR Chapter 25)

### Tier 3 (continued)

Behavior	Disciplinary Response(s)
Leaving school without permission	<ul style="list-style-type: none"> <li>• Verbal redirection/reprimand</li> <li>• Teacher/student conference or Administrator/student conference</li> <li>• Parental contact (written or by phone)</li> <li>• Parent conference</li> <li>• Temporary Removal of Student from Classroom*</li> <li>• Behavior contract</li> <li>• In-School Disciplinary Action*</li> <li>• Grade reduction for academic dishonesty</li> <li>• On-site Short-Term Suspension* with provision of appropriate intervention services</li> <li>• Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence</li> <li>• Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence</li> </ul>
Academic dishonesty	
Forgery	
Lying to or giving misleading information to school staff	
Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)	
Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)	
Hazing	
Bullying, or using humiliating, or intimidating language or behavior including Internet bullying	
Possession of tools or instruments which school administrators deem could be used as weapons	
Engaging in reckless behavior that may cause harm to self or others	
Extortion	
Fighting where there is no injury and no weapon	
Trespassing	
Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others	
Documented pattern of persistent Tier 2 behavior	

\*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

## DISCIPLINARY RESPONSES TO STUDENT MISBEHAVIOR (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors result in off-site Suspension.

Behavior	Disciplinary Response(s)
Acts of vandalism, destruction of property, or graffiti (tagging)	<ul style="list-style-type: none"> <li>Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence</li> <li>Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence</li> <li>Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence</li> </ul>
Documented theft of school or personal property without force	
Interfering with school authorities or participating in a major disruption of the school's operation	
Tampering with, changing, or altering an official record or document of a school	
Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business	
Lewd or indecent public behavior or sexual misconduct	
Sexual harassment	
Retaliation for reporting harassment and sexual harassment	
Fighting which creates substantial risk of or results in minor injury	
Inciting others to violence or disruption	
Activating false alarm	
Contaminating food	
Possession of a weapon* or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act	
Using an article that is not normally considered a weapon to intimidate or threaten another individual	
Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others	
Documented pattern of persistent Tier 3 behavior	

\*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

## DISCIPLINARY RESPONSES TO STUDENT MISBEHAVIOR (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 5

Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier 5 behaviors result in off-site Suspension or Expulsion.

Behavior	Disciplinary Response(s)
Acts of Exceptional Misconduct at other schools	<ul style="list-style-type: none"> <li>Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence</li> <li>Expulsion*</li> </ul>
Vandalism/destruction of property over \$500	
Selling or Distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia	
The Possession or Distribution of alcohol	
The Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001)	
Causing serious disruption or damage to school's computer systems, electronic files, or network	
Possession of fireworks or explosives	
Theft or attempted theft using force, coercion, intimidation or threat of violence	
Assault/physical attack on student or staff	
Fighting which results in a serious physical injury	
Participating in a group fight which has been planned, causes major disruption to school day or results in substantial bodily injury	
Using an article that is not normally considered a weapon to injure another individual	
Use, threatened use, or transfer of any weapon*	
Use, Possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.	
Any behavior that violates the Gun Free School Act	

\*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

## DISCIPLINARY RESPONSES TO STUDENT MISBEHAVIOR (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 5 (continued)

Behavior	Disciplinary Response(s)
Assault with a weapon	<ul style="list-style-type: none"> <li>Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence</li> <li>Expulsion*</li> </ul>
Commission or attempted commission of any act of sexual assault or sexual aggression	
Arson	
Biohazard	
Bomb threat	
Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools	
Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others	
Documented pattern of persistent Tier 4 behavior	

### Definitions of Disciplinary Responses

**Temporary Removal of Student from Classroom** – removal from the student’s classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.

**In-School Disciplinary Action** –disciplinary actions such as after-school detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student’s loss of academic instruction time.

**Short-Term Suspension**—on-site or off-site suspension for one (1) to five (5) school days for Secondary students or one (1) to three (3) school days for Elementary students.

**Medium-Term Suspension**—suspension for six (6) to ten (10) school days.

**Long-Term Suspension**—suspension for eleven (11) to ninety (90) school days.

**Expulsion**—the denial of the right of a student to attend any DCPS school or program, including all classes and school activities, except DCPS Alternative Educational Settings, for one (1) calendar year.

\*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

## Teach 9: Re-Engage Without Disruption

Effective teachers refocus the attention of disruptive students without disrupting the flow of their lesson. These teachers respectfully redirect behavior by using proximity, verbal prompts, or non-verbal signals.

### Proximity

Using space to indicate to students that you need their attention

- Stand next to a student's desk
- Walk through aisles

### Verbal Prompts

Short phrases used to redirect student behavior

- Use student's name in the lesson
- Respectfully ask student to stop behavior
- Remind student of the expectation

### Non-Verbal Signals

Ways to redirect behavior without speaking

- Place sticky notes with messages on the desks of students when they misbehave
- Use eye contact
- Clap and have students clap when they hear you
- Raise a hand to call attention

## Increase Effectiveness 1 & 2: Examples of Student Progress Monitoring

### Student Tracking

Effective teachers provide students with tools to keep track of their own progress throughout a unit. Well-designed student trackers allow students to self report their grades on exit slips, quizzes and unit exams. Below is an example of an effective student tracking system.

### Academic Progress

*Directions:* Review your **Unit 3 Exam** and complete the following sheet. Write down the score you received for each standard number. Give yourself a sticker in the *master* box if you scored 80-99% or a sticker in the *Genius* box if you scored 100% for that standard.

Mastery Goal: \_\_\_\_ 80% on each exit slip\_\_\_\_\_

Date	Standard #	Topic	My Score	Progress	80-99% Master!	100% Genius!
5/13	10.1.6	Industrial Revolution- Cause/Effect & Inventors	65%	15%< (15% less)		
5/15	10.5.12	Ernest Hemingway & the Lost Generation	85%	5%> (5% more)	☺	
5/16	10.6.1	Bolshevik Revolution & Vladimir Lenin	90%	10%>	☺	
5/24	10.6.2	Joseph Stalin	75%	5%<		
5/25	10.6.3	Adolf Hitler's rise to power	90%	10%>	☺	
	Overall (Average)		81%		☺	

## Behavioral Progress

The Student Daily Behavior Tracker allows students to reflect on their own actions and on how they affect their daily progress. Students can be provided sentence starters to help them appropriately address how they behaved during the class period. Behavior Trackers can also be interactive so teachers can respond to student reflections.

### Student Daily Behavior Tracker

**KEY:** 5=Excellent, 4=Good, 3=Satisfactory/Room for Improvement, 2=Needs Work, 1=Unsatisfactory, 0=Highly Unsatisfactory

<p><u>Date:</u> 8/24/09</p> <p>Call Outs: <u>3</u></p> <p>Respect: <u>4</u></p> <p>On-Task: <u>3</u></p> <p>Write 2 sentences about why you rated yourself this way:</p> <p>I called out twice during the beginning of the lesson.</p>	<p><u>Date:</u></p> <p>Call Outs: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about what you learned:</p>	<p><u>Date:</u></p> <p>Call Outs: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about what you learned:</p>
<p><u>Date:</u></p> <p>Call Outs: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about why you rated yourself this way:</p>	<p><u>Date:</u></p> <p>Call Outs: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about why you rated yourself this way:</p>	<p><u>Weekly Reflection:</u></p> <p>This week, I was very distracted because Ms. Evans changed my seat. I think the reason I didn't do well on my test was because I was angry that I had to sit with all boys. I hope Ms. Evans will change my seat back so I can focus on my work.</p>

## Teacher Tracking Sheet

Period / Block: \_\_\_\_\_

[illegible]

Key:




**Academic Progress**

Name: \_\_\_\_\_

Topic / Unit: \_\_\_\_\_

Mastery Goal: \_\_\_\_\_

Date	Standard/ Objective	Score	Progress	Mastery?
	Average:			

Mastery Reflection

## **Behavioral Progress Template**

Name \_\_\_\_\_

Sentence Starters for your daily behavior reflection:

1. I gave myself a \_\_\_\_ in \_\_\_\_ because I \_\_ (insert action) \_\_ and that caused me to \_\_\_\_\_
2. I thought I did a/an \_\_ (adjective) \_\_\_\_ job today because I \_\_\_\_\_
3. I am most proud of when I \_\_\_\_\_ because \_\_\_\_\_
4. I wish I had handled \_\_\_\_\_ differently because \_\_\_\_\_

<p><u>Date:</u> _____</p> <p>Cooperation: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about why you rated yourself this way:</p>	<p><u>Date:</u> _____</p> <p>Cooperation: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about why you rated yourself this way:</p>	<p><u>Date:</u> _____</p> <p>Cooperation: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about why you rated yourself this way:</p>
<p><u>Date:</u> _____</p> <p>Cooperation: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about why you rated yourself this way:</p>	<p><u>Date:</u> _____</p> <p>Cooperation: _____</p> <p>Respect: _____</p> <p>On-Task: _____</p> <p>Write 2 sentences about why you rated yourself this way:</p>	<p><u>Weekly Reflection</u></p>

**KEY:**

5=Excellent	4=Good	3=Satisfactory/Room for Improvement
2=Needs Work	1=Unsatisfactory	0=Highly Unsatisfactory

## Increase Effectiveness 3: Lesson Reflection Questions

### Lesson Reflection Example

<b>Objective</b>	
<b>Assessment Type</b>	<b>Assessment Critique</b>
What type of assessment was used? (exit slip, white board, quiz, unit exam)	<ol style="list-style-type: none"> <li>1. Am I looking <b>beyond students' final answers</b> (correct/incorrect) to evaluate the work they are showing to reach their answers?</li> <li>2. What does the students' work tell me about <b>their understanding or misunderstanding</b> of the lesson?</li> <li>3. What specific <b>knowledge and skills</b> did students understand and misunderstand?</li> <li>4. What <b>evidence</b> do I see that points to students exhibiting an understanding or misunderstanding of the knowledge and skills assessed?</li> </ol>
<b>Teacher Actions</b>	
<ol style="list-style-type: none"> <li>1. When during the lesson did I teach the key points I assessed?</li> <li>2. Did each part of the lesson cycle serve its intended purpose?</li> <li>3. Did I emphasize the key points and build on them in each part of the lesson cycle?</li> <li>4. Did I check for understanding during the lesson to gather evidence about what students understood?</li> <li>5. At what point in the lesson cycle did students begin to struggle?</li> <li>6. How did I readjust my lesson to explain the key points more clearly or in a different manner if I noted students did not understand?</li> <li>7. How do the learning goals and objectives in this unit build on one another? Have I made these connections clear to students?</li> </ol>	
<b>Re-teaching Reflection</b>	
If necessary, how and when do I intend to re-teach the material?	

**Lesson Reflection****Objective****Type of  
Assessment****Assessment Reflection****Teacher Actions****Re-teaching Reflection**